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Faculty Senate Executive Committee
December 14, 2015
3:00 – 4:30 p.m.
Champ Hall

Agenda

- 3:00 Call to Order**.....Ronda Callister
Approval of Minutes November 16, 2015
- 3:05 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:20 Information Items**
1. USUSA No-Test Week Policy.....Trevor Olsen
2. USUSA Academic Senate charter changes.....Trevor Olsen
3. Conflict of interest with Faculty who have relatives in their class.....Ronda Callister
4. Focus group regarding frequency of campus wide emails.....Ronda Callister
- 3:40 Reports**
1. EPC Items December 2015.....Larry Smith
2. Council on Teacher Education Report.....Francine Johnson
3. Scholarship Advisory Board.....Taya Flores
- No Unfinished Business**
- 4:00 New Business**
1. 405.12.1 Annual Review of Faculty (First Reading).....Jerry Goodspeed
- 4:30 Adjournment**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES
NOVEMBER 16, 2015 3:00 P.M.
Champ Hall Conference Room

Present: Ronda Callister (Chair), Paul Barr, Britt Fagerheim, Dennis Garner, Betty Hassell, Doug Jackson-Smith, Vijay Kannan, Kimberly Lott, Mark McLellan (Excused), Dan Murphy, Jeanette Norton (excused John Carman Sub), Robert Schmidt, Charles Waugh, Vincent Wickwar, Lindsey Shirley (President Elect), President Stan Albrecht (Ex-Officio) (Excused), Provost Noelle Cockett (Ex-Officio), Joan Kleinke (Exec. Sec.), Marilyn Atkinson (Assistant) **Guests:** Ed Heath, Heidi Kesler, Ed Reeve, Trevor Olsen.

Ronda Callister called the meeting to order at 3:00 p.m.

Approval of Minutes

There were no corrections to the minutes. The minutes of October 19, 2015 were adopted.

University Business - President Albrecht and Provost Cockett.

The President was not in attendance, as he was attending APLU along with many of the University Administration team. Provost Cockett reminded the FSEC about upcoming ribbon cutting for the Brigham City campus building on December 1.

Information Items

USU Safety and Health Policy 337 (revised) – Mark McLellan.

A motion to put this item on the agenda as an information item was made by Doug Jackson-Smith and seconded by Paul Barr. The motion passed.

Reports

EPC Items for November – Ed Reeve. There were 178 course actions considered and seven R401 forms, mainly for USU Eastern courses.

Vijay Kannan made a motion to place the report on the agenda and Vince Wickwar seconded. The motion passed unanimously.

USUSA Report – Trevor Olsen. Items highlighted from their report included and increased attendance at Diversity Week of over 300% from previous years. The Howl was sold out before the event, which caused a few problems. Some tickets were sold after the fact for upwards of \$200 each, and several counterfeit tickets were identified. Safety is still an ongoing issue at the event. Students are concerned about the no test week policy not being adhered to by faculty. Some faculty require large projects due during that week and then have a final scheduled for early finals week, which does not give students adequate time to prepare. A faculty member asked why there is no faculty voice in the student government body. Trevor said he believed it was easier for students to come to faculty senate meetings rather than burden faculty with the responsibility to come to their meetings.

A motion to accept the report and place it on the agenda was made by Britt Fagerheim and seconded by Kimberly Lott. The motion passed.

Retention and Student Success – Heidi Kesler. In the past, student retention was seen as a by-product or outcome of other endeavors. Her office is working to change that by providing students, and their parents, with long term 4 year plans, both academic and financial. Projections for the upcoming year are an increase of 2% for each of the colleges. Some data differences were noted in their report and that is due to the use of different data sets by her office the Office of Analysis, Assessment, and Accreditation.

A motion to accept the report and place it on the agenda was made by Doug Jackson-Smith and seconded by Vijay Kannan. The motion passed.

Athletic Council – Ed Heath. USU has the second highest graduation rate in the Mountain West Conference and the highest in Utah. Dave Cowley will be present at the Faculty Senate meeting to answer any questions regarding the budget. Ed explained that current practice on the Athletic Council is not in line with current code as there are some extra people on the council that the code does not address. This is perhaps something that needs to be remedied. He also explained that their policy prohibits contact by coaches to faculty about grades or other problems and if this is happening to let them know about it immediately. Ed introduced the new Vice President and Director of Athletics, John Hartwell. John gave a brief summary of his background and his vision for USU Athletics. He will work especially hard on overcoming some of the financial challenges the program faces.

A motion to accept the report and place it on the agenda was made by Robert Schmidt and seconded by Paul Barr. The motion passed.

Unfinished Business

401.4.3(4) and 402..3.1 FS Reapportionment Proposal (Second Reading) – Ronda Callister.

Motion to place this on the agenda as an action item was made by Doug Jackson-Smith and seconded by Vijay Kannan. The motion passed.

New Business

405.6.2(2) PAC Improve, Clarity & Specificity – Ronda Callister. Included with the agenda packet is a document containing track changes with the original code and Ronda's suggested edits. Robert Schmidt suggested that FSEC just vote to send the issue to PRPC for drafting code language rather than try and draft code now. Discussion continued on the function of the 3rd year meeting; if it is an informative meeting, evaluative meeting or a voting meeting. Doug Jackson-Smith asked that PRPC look for parallels in non-tenure track lines as well. The current code is very confusing and Ronda would like to have clarifications made in the code to improve the process.

A motion was made to put on the Faculty Senate agenda and include in the packet materials that outline the rationale for changes and provide a list of principles to guide the change with the intention of sending it to PRPC for code writing by Doug Jackson Smith and seconded by Vijay Kannan. The motion passed.

405.6 mutual Agreement – Ronda Callister. After some discussion about possible changes to the requirements of this section, Noelle Cockett questioned if this is the right time to move forward on this item. Her recollection of the PTR discussions last year was to give the new language in the code time to run for a year or so and see how it was working before making other changes to that code language. Her feeling was that it was better to wait for the appeals process to pass before moving this through the system. FSEC members discussed this and finally agreed that, although they feel they are moving in the right direction with this proposal, it would be best to wait before bringing this forward. No action was taken.

Adjournment

The meeting adjourned at 5:00 p.m.

Minutes Submitted by: Joan Kleinke, Faculty Senate Executive Secretary, 797-1776

ASR 2016-01

Committee:	Academic Senate
First Reading Date:	23 November 2015
Second Reading Date:	DD MONTH YYYY
Final Action Date:	DD MONTH YYYY
Final Action:	PASSED/FAILED

ASR 2016-01 No-Test Week Policy Update

Description: A resolution to amend the No-Test Week policy

1 **WHEREAS** Currently No-Test Week is the week prior to finals and is intended to be a time to
2 prepare for final exams.

3 **WHEREAS** the current policy states that “no major examinations, including final examinations”
4 should be administered during this week.

5 **WHEREAS** the current policy further states that “Approved exceptions include: final papers;
6 weekly chapter quizzes; quizzes, projects or examinations associated with a lab that does not
7 meet during final examinations; and final examinations for broadcast courses.”

8 **WHEREAS** many instructors to whom the above exceptions do not apply still assign projects,
9 presentations, papers, quizzes, and other tasks that are a large portion of the student’s grade to be
10 due during this week.

11 **WHEREAS** students are not eligible to spend the week before finals to prepare for often large
12 and comprehensive exams that weigh heavily on their final grade.

13 **WHEREAS** the intent of the original legislation has not benefited students.

14 **WHEREAS** several institutions of higher education (i.e. Harvard, Yale, and Stanford) have
15 enforced similar “read weeks” (week of study) for decades that have proved successful for final
16 exam performance.

17 **BE IT THEREFORE RESOLVED** that USUSA would support an amendment to the No-Test
18 Week policy, unless accreditation cannot be met otherwise, and

19 **BE IT FURTHER RESOLVED** the recommended amendment read, “Any assignment, quiz,
20 project, paper, or exam that accounts for more than 15 percent of a student’s final grade cannot
21 be administered during No-Test Week if any additional assignment, quiz, project, paper, or exam
22 is administered during finals week.”

BE IT FURTHER RESOLVED that instructors shall be required to include the No-Test Week policy in their course syllabus so as to inform students of their right regarding the policy. The policy to be inserted into the syllabus shall read: “Any assignment, quiz, project, paper, or exam that accounts for more than 15 percent of a student’s final grade cannot be administered during No-Test Week if any additional assignment, quiz, project, paper, or exam is administered during finals week. Students that believe there has been a violation of this policy are encouraged to follow the formal grievance procedure listed in the Student Code of Conduct (<https://www.usu.edu/student-services/student-code/>).”

BE IT FURTHER RESLOVED No-Test Week policy language will be included in the “Syllabus Resources” information, under the teaching tab, in the “For Faculty” section of the Office of Executive Vice President and Provost webpage to guide faculty members on the specific No-Test Week policy to be included in their syllabi. The language of this resource should read as follows: “Any assignment, quiz, project, paper, or exam that accounts for more than 15 percent of a student’s final grade cannot be administered during No-Test Week if any additional assignment, quiz, project, paper, or exam is administered during finals week. Students that believe this policy has been violated are encouraged to follow the procedure listen in the Student Code of Conduct (<https://www.usu.edu/student-services/student-code/>).”

BE IT FURTHER RESOLVED to amend the student code, Article II: Responsibilities and Rights, Section II-2: Rights of Students, to include language that ensures that faculty are required to adhere to the practice of the No-Test Week policy.

BE IT FURTHER RESOLVED that the amendment to the Student Code Article II: Responsibilities and Rights, Section II-2, Rights of Students, J reads as follows: Faculty are expected to adhere to policies that are implemented by the University that are designed to help students achieve their highest academic success by 1) adhering to the No-Test Week policy that states, “Any assignment, quiz, project, paper, or exam that accounts for more than 15 percent of a student’s final grade cannot be administered during No-Test Week if any additional assignment, quiz, project, paper, or exam is administered during finals week.”

BE IT FURTHER RESOLVED that additional language clarifying the grievance procedure related to the No-Test Week policy be added to the Student Code Article II: Responsibilities and Rights, Section II-2, Rights of Students, J that reads as follows: 2) Students who become aware of a violation of the No-Test Week policy before the final withdrawal date of the semester, and

plan to file a formal grievance, are expected to follow the channels for academic grievances found in Student Code Article VII: University Regulations Regarding Discrimination and Harassment, Section VII-1, A.

BE IT FURTHER RESOLVED that additional language clarifying the grievance procedure related to the No-Test Week policy be added to Student Code Article II: Responsibilities and Rights, Section II-2, Rights of Students, J that reads as follows: 3) Students who become aware of a violations of the No-Test Week policy after the final withdrawal date of the semester has transpired can follow an expedited grievance process as determined by the Student Conduct Coordinator.

Tags: No-Test Week, no test week, Dead Week, finals week

Sponsor: Samuel Meredith, Caine College of the Arts Senator

Co-Sponsors: Calee Lott, College of Agriculture and Applied Sciences Senator; Ty B. Aller, Graduate Studies Senator; Trevor Sean Olsen, USUSA President

ASR 2016-01 No-Test Week Policy Update

Policy Paper

Committee: Academic Senate

In Attendance:

Absent:

History:

There have been several different attempts to amend the current No-Test Week policy, all of which were either voted down or applied ineffectively. This legislation expands upon the most recent No-Test Week legislation to be passed through USUSA and adds some key components that will ensure that the policy is enforced more consistently.

Purpose:

To establish a new No-Test Week policy that alleviates student stress during the last few weeks of the semester, maintains the academic freedom of Instructors, and assures greater adherence to the No-Test Week policy.

The Facts:

There is currently a lot of confusion regarding the details of the current No-Test Week policy. This confusion has led to unpleasant academic experiences, which include, but are not limited to: 1) students being required to complete substantial final projects as well as final exams during the last two weeks of the semester and 2) students feeling that they have no recourse when there has been a perceived violation of the No-Test Week Policy.

Pros:

This legislation

- Protects students against situations where they are required to turn in heavily-weighted assignments during No-Test Week as well as complete a large exam for the same class during finals week.
- Allows instructors to maintain a greater level academic freedom than previous policies did.

- Establishes a system that facilitates greater knowledge and understanding of the No-Test Week policy.
- Provides a framework for students to air their grievances when they feel that there has been a violation of the No-Test Week policy.

Cons:

This legislation

- Still allows professors to administer exams during No-Test Week.
- Does not address issues of accreditation.

EXECUTIVE VICE PRESIDENT

The role of the Utah State University Student Association (USUSA) Executive Council is to enhance the quality of student life through academics, student concerns, activities, public relations, athletics, clubs, organizations, extension, graduate, and legislative student representation.

Charter

USUSA Executive Vice President hereafter referred to as the Executive Vice President

I. Duties:

1. Assume all responsibilities assigned by the USUSA President.
2. Assume all duties of the President whenever the President designates or is absent.
3. Serve as Parliamentarian for USUSA Executive Council.
4. Serve as a member of the Executive Council and any committees, sub-committees, or boards as identified in the USUSA General Laws and Charters.
5. Serve as the Chair of and facilitate needed changes in the statutes of the:
 - i. USUSA Academic Senate
 - ii. USUSA Sophomore Scholarship Committee
 - iii. Student Fee Board
6. Oversee the follow through and implementation of all legislation passed by the USUSA Academic Senate.
7. Responsible for myVoice concerns in the area assigned by the USUSA President.
8. Coordinate with the USUSA President in the selection of the Administrative Assistant.
9. Oversee the functions of the Administrative Assistant as related to the USUSA Academic Senate.
10. Draft USUSA Academic Senate House Rules which shall be agreed upon and passed with the first convening of the Academic Senate.
11. Hold Senate Pro Tempore elections during the first Academic Senate Meeting.
12. Coordinate with the USUSA President and Senate Pro Tempore the path of all legislation that contains an academic component.
13. During the week of elections, the USUSA Executive Vice President will be the financial auditor for candidates running for that same position. In case of the officer re-running for the same position, a member of the elections committee will be the auditor.
14. Officer will adhere to university, divisional and departmental fiscal policies and procedures.
- 14-15. Meet monthly with the Faculty Senate President in order to keep faculty aware of and engaged in student initiatives.

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II. Programs Sponsored:

(*It is *strongly* recommended that the Executive Vice President place a chair over these activities so he/she has time to concentrate on Senate and Academic Responsibilities.)

1. Book of the Semester: The Executive Vice President, with the assistance of Academic Council, will select a Book of the Semester each semester. Each selection should be reported to the trade book department of the USU Bookstore to be sold at cost. This

book may also be displayed on the plasma screen in the first floor lobby of the USU Merrill Cazier Library.

2. Deans Luncheon: The Executive Vice President will coordinate and plan the Deans Luncheon during the fall semester of each year.

III. Committee Assignments:

1. USUSA Academic Senate (Chair)
2. University Student Fee Board (Chair)
3. Academic Standards Subcommittee
4. Course Fee Evaluation Committee
5. Curriculum Subcommittee
6. Educational Policies Committee
7. Faculty Evaluation Committee
8. Faculty Senate
9. Parking and Transportation Advisory Committee
10. Stater's Council
11. University Physical Resource Planning Committee (UPRPC)
12. USU Campus Store Committee
13. USUSA Ad Hoc Committee Assignments
14. USUSA Elections Committee
15. USUSA Executive Council
16. USUSA Sophomore Scholarship Committee (Chair), *See ECR 06-10 as well as the rules and regulations governing the Sophomore Scholarship Committee.*

IV. Time Expectations:

- A. Officer will complete at least 2 hours daily in assigned office.
- B. Officer will complete 1 info booth hour weekly.
- C. Officer will complete at least 10 myVoice concerns weekly.

I hereby agree that I fully understand my charter and accept full responsibility for my duties as the USUSA Executive Vice President.

Printed Name: _____

Signed: _____

Date: _____

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AFT Report and Recommendation

After a complaint, about family members in a professor's class the Provost expressed interest in seeing if there is a place in faculty code to try to avoid future conflicts of interest.

The AFT committee discussed this in our meeting last week, and here is our response:

1. Students in such situations (feeling they were treated unfairly by a faculty member) should make use of the grievance process available to them through Student Services (and as outlined in Article VII of the Student Code of Conduct).
2. In general, we feel that students taking classes from family members should probably be avoided – more to prevent negative perception from others than to “solve” any real problems. It appears that this is an unwritten rule in many departments.
3. This could potentially be addressed with brief code similar to that found in 407.9.1 (but not in that section, which deals with consensual [and amorous] relationships – this would be a terrible place to put it). That section hints at the perception problem alluded to in #2 above. Maybe **code could be inserted at the end of 403.3.1, as a new code section 403.3.1(11).**
4. The potential code revision could clarify that where taking a class from a family member is unavoidable (due to required coursework in a student's chosen major), it would be best to have (or at least allow) a department head or supervisor arrange an independent evaluation of the student's work. (A blanket prohibition against taking classes from family members could unfairly limit student choices.) However:
 - Such independent evaluation may simply not be possible for all student work (such as performance or project or participation, where the evaluator really should be in the class every day to see how the course has unfolded). Such independent evaluation may only be reasonable for students' written work with unambiguous solutions.
 - Such independent evaluation only addresses grading the student's work, and does not resolve potential conflicts with in-class interactions.
5. As the AFT committee, we feel that this probably isn't a very common problem, but we are willing to pursue it...

Report from the Educational Policies Committee December 3, 2015

The Educational Policies Committee met on December 3, 2015. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page.

During the December 3, 2015 meeting of the Educational Policies Committee, the following actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of December 3, 2015 which included the following notable actions:
 - A request from the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services to offer an Aggies Elevated Certificate of Proficiency was approved.
 - A request from the Department of Health, Physical Education and Recreation in the Emma Eccles Jones College of Education and Human Services to change the department name from Health, Physical Education and Recreation to Kinesiology and Health Science was approved.
 - A request from the Department of Wildlife Resources in the S.J. & Jessie E. Quinney College of Natural Resources to offer a Minor in Wildland Science was approved.
2. There was no November meeting of the Academics Standards Subcommittee.
3. Approval of the report from the General Education Subcommittee meeting of November 17, 2015.
Of note:

The following courses or syllabi were approved:

ARTH 3320 – Pre-Columbian Art (CI)
WILD 4910 – Assessment and Synthesis in Natural Resource Science (CI)

Annual Report to the Faculty Senate
From The
University Council on Teacher Education
(One Page Summary)

Academic Year
September 1, 2014 - August 31, 2015

Emma Eccles Jones
College of Education and Human Services
Utah State University

Program Changes

The Council approved the following program changes:

- School Health was eliminated as a USU teaching major and minor
- Elementary Education increased math requirements to meet the Common Core Standards and Utah State Office of Education licensing standards
 - ELED 4062 – Teaching ELED School Math: Rational Numbers, Operations & Proportional Reasoning (New Course)
 - MATH 2010 – Algebraic Thinking and Number Sense for ELED Teachers (New Course)
 - MATH 2020 – Euclidean Geometry & Statistics for ELED Teachers (Title change and Description change)
- Theatre Education – Grades K-12 major and Grades 6-12 minor requirements were adjusted to meet the National Association of Theatre Teaching Standards and Utah State Office of Education license requirements
- Course approvals for Art Education, Business Education, Communicative Disorders and Deaf Education, Elementary Education, Psychology, Special Education, Teacher Education & Leadership, Technology Engineering Education, Theatre Education

Policy Changes

- Speech and Hearing Test fee will be reduced from \$10 to \$5 and teacher education students will now be assess a \$5 writing exam fee
- New Admission into Teacher Education Writing Exam
 - Students given a choice of writing a descriptive essay or persuasive letter
 - 28 new prompts developed to reduce language bias for ethnically diverse students and students whose first language is not English
 - Test administration time increased from 1 hour to 2 hours
 - Grading rubric based on the six-traits of writing (development and elaboration of ideas, logical organization, word choice, voice, sentence fluency, and conventions)
 - Students assessed a \$5 writing exam fee to compensate cost of scoring
 - All essays read by a minimum of 2 trained scorers; if a disagreement occurs between the 2 scorers, the essay will receive a third read
 - New videos developed by the USU's Writing Center to assist students in taking and passing the exam
- Elementary Education majors are required to receive a minimum of B- in each of the required ELED courses
- Student Teaching Placement Modifications for Dual Language Immersion, Sociology, and Psychology
- ITLS 4015 – Technology for Teachers course requirement waived for English Education and Theatre Education
- Utah State Board of Education policy changes:
 - Internships must be a minimum of one full school year
 - Teacher Education Candidates:
 - Must have a cumulative 3.0 GPA at admission and maintain a 3.0 GPA to be recommended for licensing
 - Receive a C or better in all education related and major content courses
 - Teacher Education Programs may substitute ETS Praxis II content knowledge tests or the ETS Praxis CORE for the basic skills test requirement (ACT or SAT)
 - Elementary Education majors are now required to take the ETS Praxis Elementary Education Multiple Subjects Test 5001 beginning September 1, 2014

Student Profile

There was a decrease of 26.4% in total number of students admitted into initial Teacher Education programs and a 4.3% decrease in post graduate licensing and endorsement programs in 2014-2015. The mean ACT scores (24.88) of new admissions is above the University's average for mean ACT scores (23.2) for entering freshmen. There was an 8.2% decrease in the number of graduates recommended for educator licensure this year. The pass rate for the Praxis content tests was 75% compared to the number of attempts. The pass rate for the Praxis Principles of Learning and Testing test which is needed for advancement to the Level II teaching license was 97%. The placement rate for those seeking a teaching position 94%.

Annual Report to the Faculty Senate
from the
University Council on Teacher Education

Academic Year
September 1, 2014 - August 31, 2015

Emma Eccles Jones
College of Education and Human Services
Utah State University

INTRODUCTION

During the past year, September 2014 - August 2015, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The University Council on Teacher Education is composed of 24 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services

selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2014-2015 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL

Action Items

Program Changes

The Council approved the following program changes:

1. School Health was eliminated as a USU teaching major and minor
2. Elementary Education increased their math requirements to meet Common Core

standards and Utah State Office of Education licensing standards

- ELED 4060 – Teaching ELED School Math: Rational Numbers, Operations & Proportional Reasoning – (New Course)
 - MATH 2010 – Algebraic Thinking and Number Sense for ELED Teachers (New Course)
 - MATH 2010 – Euclidean Geometry & Statistics for ELED Teachers (Title Change and Description Change)
3. Theatre Education – both major and minor requirements were adjusted to meet the National Association of Theatre and Utah State Office of Education standards
4. Course approval changes were approved for the following programs:
- Art Education
 - Business Education
 - Communicative Disorders and Deaf Education
 - Special Education
 - Technology Engineering Education

Policy Changes

The Council approved the following policy changes:

- The Speech and Hearing test (required for admission into Teacher Education) fee will be reduced from \$10 to \$5 and students will now be assessed a \$5 writing exam fee.
- New Teacher Education Writing Exam (required for admission into Teacher

Education:

- Students will be given a choice of writing a descriptive essay or a persuasive letter.
- Twenty-eight new prompts have been developed to reduce any language bias for ethnically diverse students and students whose first language is not English.
- The test administration time has been increased to two hours.
- The grading rubric is based on the six-traits of writing (development and elaboration of ideas, logical organization, word choice, voice, sentence fluency, and conventions).
- A student must receive a minimum score of 24/36 to pass.
- Students are assessed a \$5 fee to compensate the cost of scoring their exam.
- All essays are read by a minimum of two trained scorers. If there is a disagreement with the two scorers, the essay will receive a third read.
- New videos have been completed by the Writing Center and are available online to assist students in taking and passing the writing exam.
- Elementary Education majors are required to receive a minimum grade of B- in each of the required ELED courses.
- Dual Language Immersion Student Teaching: If possible, the student teacher will be placed in one school that will provide student teaching experiences in the major, minor, and DLI. If not possible, the student teacher will be placed in one

school for the major and minor but the experience will be shortened by three weeks. The DLI placement will occur during the last three weeks of the student teaching experience.

- Waive the ITLS 4015 Technology for Teachers course requirement
 - English Education
 - Theatre Education
- Sociology and Psychology Minors' Clinical and Student Teaching Placements – when no field placements are available in the content area classes, placements will be with a teacher who is teaching content well-suited to including sociology or psychology content.

The Utah State Board of Education has approved the following changes:

- Internships: Employed by LEA for one full school year
- Teacher Education Candidates must:
 - Must have a cumulative GPA of 3.0 at admission and maintain a 3.0 GPA to be recommended for licensing
 - Receive a C or better in all education related and major content courses
- Teacher Education programs may substitute the Praxis II content knowledge tests or the Praxis CORE test for the basic skills test requirement (ACT or SAT)
- Elementary Education majors will now be required to take the ETS Praxis Elementary Education Multiple Subjects Test 5001 beginning September 1, 2014

Information Items

- Secondary Science Education – David Feldon, STEM Director – A report prepared by David was shared to enhance the preparation of science teachers. He presented three proposals: 1) Expand the number of courses recognized by the individual science content teaching programs as meeting content requirements; 2) Eliminate composite teaching majors across departments; 3) Move toward an integrated bachelor's/master's degree pathway to teaching – designed to graduate students with a bachelor's degree in a science content area and receive a secondary education license during the master's degree.
- Council members were reminded to inform their faculty involved with teacher education courses that there is an ED1 and ED 2 block placed on all teacher education courses and to please check to see if these blocks have been removed before they sign students into their classes.. These blocks are removed once students have been officially admitted into teacher education and has passed a USOE background check. A cleared background check must be passed before students are allowed to work in the public schools.
- The Council for the Accreditation of Educator Preparation (CAEP) requires official partnership agreements signed for every school district teacher education candidates have placements with.
- New Utah State Superintendent of Public Instruction is Brad C. Smith. He was Ogden City School District's Superintendent and worked professionally as an attorney.

STUDENT PROFILE

Students in the Teacher Education Program. Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and a minimum composite ACT score of 21 with a verbal/English score no less than 20 and a mathematics/quantitative score of no less than 19.

A total of 331 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2014 through August 31, 2015. This total represents a decrease of 26.4 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2013-2014 and 2014-2015. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Two hundred ninety-six (296) students admitted into the Teacher Education Program during the 2014-2015 academic

year submitted ACT scores. The mean composite ACT score of these 296 students was 24.88. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.2. The 331 students admitted into the Teacher Education Program had a mean USU GPA of 3.51 and a mean cumulative GPA of 3.52. The Registrar's Office at the University reported the following mean GPA for all sophomores at USU for the 2014-2015 academic year.

Fall Semester 2014: Mean USU GPA = 3.04

In addition, there were 154 students admitted to post-bachelors education licensing programs. This represents a 4.3% decrease. These programs include: Administrative Supervisory Certificate (AS/C), Alternative Special Education, Communicative Disorders (Speech Language Pathology), Secondary Education Graduate Route to Licensure, and School Counseling.

Graduates Recommended for Certification. There were five hundred eighty-four (584) students recommended for educator licensing and endorsements. This total is a decrease of 8.2 percent in 2015 as compared to 2014 (see Table 6). Four hundred eighteen (418) students were recommended for initial licensing in 2015. This total is a decrease of 8.5 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 1,817 tests attempted in the ETS Praxis II Content test in the student's major area. One thousand three hundred sixty-nine (1,369) or 75% passed and will receive NCLB "highly qualified status" when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 33% to 100%. The following content areas had a 100% pass

rate: Agriculture Education, Art Education, Biology, Business, Early Childhood, Earth Science, French, Latin, Library Media, Music, Physics, Political Science, School Counseling, School Psychology, Special Education, Technology Engineering Education, and Theatre.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they apply for their Level 2 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. One hundred thirty-nine (139) students attempted the PLT and one hundred thirty-five (135) passed the exam, resulting in a 97% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2015 a total of 551 graduates were recommended to the Utah State Office of Education for initial licensing or additional endorsement areas. Three hundred eighty-five (70%) responded to our placement survey. Of these, 351 (91%) were employed in Utah and 11 (2.9%) accepted teaching contracts out-of-state. These percentages represent a 96 percent placement rate for those seeking teaching positions (see Table 8). The 2015 placement rate is higher than the rate achieved in 2014, which was 94 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program are informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates for each major ranged from 67% to 100%. Additional statistics are as follows: eleven (2.9%) were still seeking a teaching position; five (1.3%) were not

seeking a teaching position; six (1.6%) had secured other employment, and one (.26%) was continuing his/her education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2014-2015 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY
COUNCIL ON TEACHER EDUCATION MEMBERSHIP
2014-15 through 2016-2017***

* Terms expire May 30

College and Number	Department or Area	2014-15	2015-16	2016-17
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			PENDING
Agriculture (2)	Ag. Education, Family, Consumer Sci			Becki Lawver
	Engineering (TEE)			Gary Stewardson
Education (6)	Teacher Education and Leadership			Mary Roe
	Inst Tech		Sheri Haderlie	
	Com Dis & Deaf Education	Debbie Golos Schmitz*		
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology			Carrie Madden
Humanities and Social Sciences (2)	English		Sonia Manuel Dupont	
	History	Chris Conte*		
Caine College of Arts (2)	Fine Arts			PENDING
	Theater Arts		Matt Omasta	
Natural Resources (1)	Geography			PENDING
Science (2)	Mathematics			Brynja Kohler
	Biology			Richard Mueller
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.			Scott Hunsaker
UEA (1)	Public Schools			Tom Nedreberg
Society of Supts. (1)	Superintendents		Steve Norton	
USUSA (1)	ASUSU	Shelby Clayson*		
RCDE (1)	Regional Campus			Sylvia Read

TABLE 1

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION
PROGRAM, 2013-14 AND 2014-2015, BY PROGRAMS**

MAJOR	2013-14	2014-15	DIFFERENCE
Early Childhood	26	23	-3
Elementary Education (1-8)	125	108	-17
Elementary Education (K-6)	20	27	7
Composite, Elem Educ & Deaf	5	8	3
Composite, Elem Educ & Spec Educ	17	19	2
Composite, Spec Educ & Early Child	4	4	0
Special Education	28	39	11
Secondary Education Majors			
Chemistry	0	2	2
English	38	12	-26
French	0	0	0
Geography	3	0	-3
German	0	0	0
Health Education	8	5	-3
History	16	6	-10
Mathematics	10	6	-4
P.E.	12	3	-9
Physics	0	1	1
Spanish	2	4	2

TABLE 1 (cont.)

MAJOR	2013-14	2014-15	DIFFERENCE
Composite Majors			
Agricultural Education	18	3	-15
Art Education	9	1	-8
Biological Science	18	8	-10
Business Education	0	1	1
Earth Science	1	3	2
Family & Consumer Sciences Education	18	7	-11
Mathematics/Statistics	18	15	-3
Music	13	15	2
Physical Science	3	3	0
Social Studies	22	7	-15
Technology Engineering Educ (TEE, ETE, TIED)	11	1	-10
Theatre Arts	5	0	-5
Teacher Education-Majors TOTAL	450	331	-119
Secondary Education Minors * (Numbers not included in Total Admits)			
American Sign Language	0	2	2
Chemistry	15	9	-6
Chinese	0	0	0
English	9	3	-6
Geography	1	1	0
Health Education	0	0	0

TABLE 1 (cont.)

MAJOR	2013-14	2014-15	DIFFERENCE
History	10	2	-8
Latin	1	0	-1
Math	1	2	1
P.E./Coaching	8	3	-5
Physics	0	3	3
Political Science	6	7	1
Psychology	21	7	-14
School Library Media	5	0	-5
Spanish	6	4	-2
Sociology	5	2	-3
Speech Communication	2	4	2
Theatre Arts	1	0	-1
Post Bachelors Licensing Program-4			
Administrative Supervisory Certificate	52	57	5
Communicative Disorders (SLP)	17	17	0
Alternative Special Education	37	46	9
Graduate Route Licensing SCED	8	6	-2
School Counseling	47	28	-19
Post BS TOTAL	161	154	-7
Grand TOTAL	611	485	-126

TABLE 2

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM
CATEGORIZED BY ADMISSION CRITERIA
2014-2015**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2013-2014	% of Total	2014-2015	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	261	58%	211	64%
ACT Scores \geq 21 in at least one area	116	26%	85	26%
ACT Scores < 21 in <u>ALL</u> four areas	3	.7%	0	0
2 nd BS Degree (GPA of \geq 2.75 on last 45 credits)	11	2%	8	2%
No ACT Score available	70	16%	35	11%
TOTAL	450		331	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2013- 2014 AND 2014-2015**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2013-2014		2014-2015	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	332 (87%)	44 (12%)	271 (92%)	24 (8%)
Mathematics	323 (85%)	54 (14%)	258 (87%)	38 (13%)
Social Sciences	340 (89%)	34 (9%)	270 (91%)	17 (6%)
Natural Sciences	329 (87%)	45 (12%)	263 (89%)	21 (7%)
	N=380		N=296	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM
CATEGORIZED BY ADMISSION CRITERIA, BY PROGRAM
SEPTEMBER 1, 2014 - AUGUST 31, 2015**

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	3	3	0	0	0
Art Education	1	1	0	0	0
Biological Science	8	8	0	0	0
Business Education	1	1	0	0	0
Chemistry	2	1	0	0	1
Composite, El Ed & Deaf Educ	8	7	0	0	1
Composite, El Ed & Spec Educ	19	18	0	0	1
Composite, Spec Ed & Early Child	4	2	0	0	2
Early Childhood	23	10	0	0	13
Earth Science	3	3	0	0	0
Elem Education (1-8)	108	101	0	4	7
Elem Education (K-6)	27	26	0	0	1
English	12	12	0	1	0
FCSE	7	7	0	0	0
French	0	0	0	0	0
Geography	0	0	0	0	0
German	0	0	0	0	0

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Health Education	5	4	0	0	1
History	6	4	0	0	2
Math	6	6	0	0	0
Math/Stat	15	14	0	0	1
Music	15	14	0	0	1
Physical Education	3	3	0	0	0
Physical Science	3	3	0	0	0
Physics	1	1	0	0	0
Social Studies	7	7	0	0	0
Spanish	4	4	0	0	0
Special Education	39	35	0	0	4
Technology Engineering Educ	1	1	0	0	0
Theatre Arts	0	0	0	0	0
TOTAL	331	296	0	5	35

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY PROGRAM, AT THE TIME OF ADMISSION INTO THE TEACHER EDUCATION PROGRAM
SEPTEMBER 2014 THROUGH AUGUST 2015**

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	3	3	0	0	26.5	3.24	3.40
Art Education	1	1	0	0	30	3.52	3.52
Biological Science	8	8	0	0	20.5	3.47	3.51
Business Education	1	1	0	0	23	3.32	3.32
Chemistry	2	1	1	0	29.5	3.51	3.60
Composite, El Ed & Deaf Ed	8	7	1	0	22.75	3.62	3.63
Composite, El Ed & Spec Ed	19	18	1	0	24	3.68	3.66
Composite, Spec Educ & EC	4	2	2	0	29.75	3.50	3.51
Early Childhood Education	23	10	13	0	25.75	3.70	3.69
Earth Science	3	3	0	0	28	3.42	3.48
Elem Education (1-8)	108	101	7	4	21	3.58	3.52
Elem Education (K-6)	27	26	1	0	22	3.64	3.62
English	12	12	0	1	23	3.56	3.58
FCSE	7	7	0	0	21.25	3.50	3.50
French	0	0	0	0	n/a	n/a	n/a
Geography	0	0	0	0	n/a	n/a	n/a
German	0	0	0	0	n/a	n/a	n/a
Health Education	5	4	1	0	21	3.70	3.68

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
History	6	4	2	0	27.75	3.40	
Math	6	6	0	0	21	3.53	3.37
Math/Stat	15	14	1	0	28	3.71	3.71
Music	15	14	1	0	25.5	3.65	3.65
Physical Education	3	3	0	0	23	3.36	3.44
Physical Science	3	3	0	0	27.5	3.45	3.56
Physics	1	1	0	0	23	3.13	3.13
Social Studies	7	7	0	0	25	3.42	3.41
Spanish	4	4	0	0	33.25	3.26	3.35
Special Education	39	35	4	0	23.5	3.49	3.52
Tech Engineering Ed (TEE)	1	1	0	0	21.5	3.82	3.63
Theatre Arts	0	0	0	0	n/a	n/a	n/a
TOTAL	331	296	35	5	24.88	3.51	3.52

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2008-2015

	2008	2009	2010	2011	2012	2013	2014	2015
Composite	44	44	31	29	8	8	29	38
Early Childhood	6	0	4	4	17	17	19	21
Elementary	156	149	112	123	109	139	138	116
Elementary K-6	n/a	n/a	8	7	17	15	11	9
Secondary	143	113	105	167	113	117	127	101
Endorsements	131	57	46	79	85	107	120	110
Art	3	3	2	8	5	7	5	8
ComD	26	23	13	20	13	28	21	26
HPER	22	16	20	17	27	16	17	16
Lib Media	22	11	15	1	4	4	2	3
Music	9	9	10	10	8	9	15	8
School Counseling	53	18	34	19	52	26	47	28
School Psychology	5	2	1	2	3	5	3	3
Special Education	113	120	94	89	75	79	82	97
TOTAL	733 (548)	565 (466)	495 (425)	558 (416)	536 (407)	577 (470)	636 (457)	584 (418)

*Numbers in parenthesis indicate the number of **initial** certificates for that year.

Table 7

**PRAXIS ATTEMPTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR LICENSING
2011-2015**

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0411/5411- Educational Leadership & Supervision	151	44	43 (98%)	60	55 (91%)	43	39 (91%)	54	49 (91%)	63	57 (90%)
Ag Education	0700/5701-Agriculture	520	8	8 (100%)	7	6 (88%)	12	10 (83%)	14	13 (93%)	4	4 (100%)
Art Education	0134/5134- Art: Content Knowledge	158 #	7	7 (100%)	5	5 (100%)	4	3 (75%)	11	10 (91%)	6	6 (100%)
Biology	0235/5235- Biology: Content Knowledge	149	17	17 (100%)	8	8 (100%)	6	6 (100%)	10	10 (100%)	18	18 (100%)
Business	5101-Business Education: Content Knowledge	154	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)	1	1 (100%)
Chemistry	0245/5245-Chemistry: Content Knowledge	151	9	7 (78%)	3	2 (67%)	5	3 (60%)	8	4 (50%)	9	4 (44%)
Chinese	5665-Chinese- Mandarin World Language	164#	n/a	n/a	n/a	n/a	n/a	n/a	1	0	1	0
Early Childhood	0022/5022 Early Childhood	160	n/a	n/a	n/a	n/a	n/a	n/a	4	4 (100%)	1	1 (100%)
Earth Science	0571/5571- Earth Sci: Content Knowledge	153	0	0	0	0	0	0	3	0	2	2 (100%)
Elementary Education	0014/5014- Elementary Educ: Content Knowledge	150	78	74 (95%)	89	79 (89%)	19	17 (89%)	2	2 (100%)	n/a	n/a
Elementary Education Early Childhood	5032/5002-Elementary Ed Reading/Language	165	n/a	n/a	n/a	n/a	275	227 (83%)	307	247 (80%)	321	242 (75%)

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Early Childhood/Deaf Ed Early Childhood/Elem Ed Elem/Deaf Education Elem/Special Education Special Education	5033/5003-Elementary Ed Mathematics	165	n/a	n/a	n/a	n/a	308	180 (58%)	384	234 (61%)	337	267 (79%)
	5034/5004-Elementary Ed Social Studies	155	n/a	n/a	n/a	n/a	289	196 (68%)	340	245 (72%)	350	237 (68%)
	5035/5005-Elementary Ed Science	159	n/a	n/a	n/a	n/a	290	218 (75%)	312	249 (80%)	317	259 (82%)
English	0041/5041-English Lang: Literature & Composition: Content Knowledge	168	32	22 (69%)	25	19 (76%)	19	17 (89%)	2	1 (50%)	0	0
English	5038/5039- English Language Arts-Content Knowledge	162#	n/a	n/a	n/a	n/a	n/a	n/a	33	32 (97%)	30	25 (83%)
Family & Consumer Science	0121/5121/5122-Family & Consumer Sciences	159	19	19 (100%)	13	12 (92%)	13	12 (92%)	19	18 (95%)	31	18 (58%)
French	5174-French: Content Knowledge	160 #	0	0	3	2 (67%)	5	4 (80%)	4	1 (25%)	1	1 (100%)
Geography	0921/0920/5921-: Geography	630	1	1 (100%)	0	0	0	0	1	1 (100%)	6	4 (67%)
German	5183-German: Content Knowledge	160 #	0	0	1	1 (100%)	0	0	0	0	0	0
Health Education	5551 Health Educ	670	1	1 (100%)	11	7 (66%)	5	5 (100%)	7	7 (100%)	2	1 (50%)
History	0941/5941- World & US History: Content Knowledge	156	48	29 (60%)	39	20 (51%)	32	20 (63%)	20	10 (50%)	30	15 (50%)
Integrated Science	0435/5435-General Sci: Content Knowledge	166	0	0	19	11 (58%)	7	4 (57%)	15	11 (73%)	5	4 (80%)

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Latin	0600-Latin	610	0	0	2	2 (100%)	2	2 (100%)	0	0	1	1 (100%)
Library Media Endorsement	0311/5311-Library Media Endorsement	141#	n/a	n/a	n/a	n/a	n/a	n/a	3	3 (100%)	5	5 (100%)
Marketing	0561- Marketing Education	144#	n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)	0	0
Math Level II Endorsement	0069/5169-Middle School Mathematics	145	51	50 (98%)	59	55 (93%)	99	85 (86%)	92	48 (52%)	80	41 (51%)
Mathematics/ Math/Stats	0061/5061/5161- Mathematics: Content Knowledge	138	34	26 (76%)	53	43 (81%)	42	38 (90%)	39	25 (64%)	36	19 (53%)
Music	5113-Music Content Knowledge	156	20	19 (95%)	8	6 (75%)	22	18 (82%)	6	6 (100%)	6	6 (100%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge	152	7	5 (71%)	0	0	7	7 (100%)	12	12 (100%)	10	9 (90%)
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	1	1 (100%)	1	1 (100%)	0	0	0	0
Physical Science	0481-Physical Sci: Content Knowledge	150	1	1 (100%)	1	1 (100%)	0	0	6	5 (83%)	0	0
Physics	0265/5265- Physics: Content Knowledge	136	4	2 (50%)	9	6 (69%)	4	4 (10%)	8	8 (100%)	6	6 (100%)
Political Science	0930/5931– Government/ Political Sci	660 #	9	7 (78%)	0	0	2	2 (100%)	2	1 (50%)	4	4 (100%)
Psychology	0390- Psychology	620	4	3 (75%)	3	3 (100%)	0	0	0	0	0	0
Reading Endorsement	0204/5204-Teaching Reading	154	n/a	n/a	13	12 (92%)	5	4 (80%)	10	10 (100%)	5	4 (80%)
Sch Counseling	0421/5421-Sch Guidance & Counseling	156 #	19	18 (95%)	63	58 (92%)	18	18 (100%)	51	50 (98%)	40	40 (100%)
Sch Psychology	0401/5401/5402-School Psychologist	165	7	7 (100%)	5	5 (100%)	4	4 (100%)	1	1 (100%)	5	5 (100%)

Program	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Social Studies	0081/5081-Social Studies: Content Knowledge	159	22	17 (77%)	2	2 (100%)	24	13 (54%)	26	22 (85%)	28	17 (61%)
Sociology	0950-Sociology	550 #	0	0	0	0	0	0	0	0	0	0
Speech	0220/5221-Speech Communication	144 #	0	0	0	0	0	0	0	0	0	0
Spanish	0191-Spanish: Content Knowledge	165 #	3	3 (100%)	0	0	9	7 (78%)	n/a	n/a	n/a	n/a
Spanish	5195 Spanish World Language	168	n/a	n/a	n/a	n/a	n/a	n/a	3	2 (67%)	8	6 (75%)
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge	151 #	0	0	1	1 (100%)	6	6 (100%)	6	6 (100%)	10	9 (90%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate	158#	n/a	n/a	n/a	n/a	n/a	n/a	6	5 (83%)	20	17 (85%)
Special Education	5545- Special Education Core Knowledge & Severe to profound Applic	158#	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)	3	3 (100%)
Special Education	5047-Middle School English/Language Arts	155	2	2 (100%)	7	4 (57%)	7	4 (57%)	24	7 (29%)	6	2 (33%)
Technology Engineering Education	0051/5051-Technology Education	159 #	4	4 (100%)	3	3 (100%)	8	8 (100%)	6	6 (100%)	7	7 (100%)
Theatre	0640/0641-Theatre	630	2	2 (100%)	0	0	1	1 (100%)	3	3 (100%)	2	2 (100%)
		TOTAL	527	443 (84%)	621	526 (85%)	1593	1183 (74%)	1860	1373 (74%)	1817	1369 (75%)

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2011		2012		2013		2014		2015	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0621/5621	160	10	10 (100%)	5	5 (100%)	6	5 (83%)	1	1 (100%)	7	6 (86%)
Principles of Teaching & Learning: Grades K-6	0622/5622	160	75	72 (96%)	70	66 (94%)	81	80 (99%)	93	85 (91%)	73	72 (99%)
Principles of Teaching & Learning: Grades 5-9	0623/5623	160	3	2 (67%)	3	3 (100%)	5	4 (80%)	3	3 (100%)	2	2 (100%)
Principles of Teaching & Learning: Grades 7-12	0624/5624	160	118	113 (96%)	90	84 (93%)	57	52 (91%)	78	77 (99%)	57	55 (96%)
		TOTAL:	206	198 (96%)	168	158 (94%)	149	141 (95%)	175	166 (95%)	139	135 (97%)

- No Utah cut-off score established

TABLE 8

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2013 THROUGH AUGUST 31, 2014**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	53	39	36	0	1	2	0	0	92%	92%
Ag Ed	14	12	9	1	0	1	0	1	83%	91%
American Sign Lang	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Art Ed	8	3	3	0	0	0	0	0	100%	100%
Biological Science	6	3	3	0	0	0	0	0	100%	100%
Chemistry	3	2	2	0	0	0	0	0	100%	100%
Chinese	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Com Dis	29	20	18	2	0	0	0	0	100%	100%
Composite Majors	39	31	29	1	1	0	0	0	97%	97%
Early Childhood	1	0	0	0	0	0	0	0	n/a	n/a
Earth Science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elem Educ (1-8)	116	85	79	2	0	4	0	0	95%	95%
Elem Edu (K-6)	7	5	5	0	0	0	0	0	100%	100%
English	29	17	13	1	1	0	2	0	82%	93%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
FCSE	12	10	9	0	1	0	0	0	90%	90%
French	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
German	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Health Education	6	3	3	0	0	0	0	0	100%	100%
History	14	9	7	1	1	0	0	0	89%	89%
Math	12	9	9	0	0	0	0	0	100%	100%
Music Ed	8	3	1	1	0	0	1	0	67%	100%
PE	10	3	3	0	0	0	0	0	100%	100%
Physical Science	3	1	1	0	0	0	0	0	100%	100%
Physics	6	3	3	0	0	0	0	0	100%	100%
Political Science	2	1	1	0	0	0	0	0	100%	100%
Psychology	12	8	7	1	0	0	0	0	100%	100%
Sch Library Media	3	0	0	0	0	0	0	0	n/a	n/a
School Counselor	28	21	19	0	1	1	0	0	90%	90%
Sch Psychology	3	3	3	0	0	0	0	0	100%	100%
Social Studies	15	10	7	1	0	2	0	0	80%	80%
Sociology	2	1	1	0	0	0	0	0	100%	100%
Spanish	3	1	1	0	0	0	0	0	100%	100%
Special Education	50	41	38	0	0	1	2	0	93%	93%
Special Education Alternative	46	35	35	0	0	0	0	0	100%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Speech/Theater	4	0	0	0	0	0	0	0	n/a	n/a
TEE/ETE/ITE/TIED	7	6	6	0	0	0	0	0	100%	100%
TOTALS	551	385	351	11	6	11	5	1	94%	96%

NOTES: Percent (Column 10) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

*graduate may be teaching in major or minor content area

SCHOLARSHIP OFFICE YEAR END REPORT FOR 2014-15

Utah State University's Scholarship Office facilitates off-campus organizations and university departments with application of funding to student accounts. The Office of Admissions awards scholarships for merit, involvement, need-based and service. On campus departments award scholarships, waivers and tuition awards for merit, need-based and involvement purposes. Off-campus funding comes in the form of earned merit, need and involvement scholarships.

COLLEGE OF AGRICULTURE AND APPLIED SCIENCES						
Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	58	\$ 192,196.41	58	3.81	0	-
Admissions: Dean's	43	\$ 247,268.57	43	3.66	0	-
Admissions: Other	353	\$ 2,386,947.64	353	3.23	0	-
² Departmental Scholarships	429	\$ 824,315.48	324	3.57	105	3.48
³ Other USU Scholarships	41	\$ 152,068.24	41	3.26	0	-
Graduate	369	\$ 926,146.75	313	3.25	56	3.64
Athletics	172	\$ 370,108.00	165	3.28	7	3.63
Cash from Outside Sources	123	\$ 563,667.97	4	3.67	119	3.42
¹ Total Unduplicated Recipients*	705	\$ 5,662,719.06	640	3.34	65	3.47

GPA range									Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
FRESHMAN	28	17	12	13	24	8	3	4	109
Admissions: Presidential									0
Admissions: Dean's					1				1
Admissions: Other	8	4	6	7	12	2	3	2	44
Departmental Scholarships	1				1				2
Athletics									0
Other USU Scholarships	14	6	4	3	5	3		2	37
Cash from Outside Sources	5	7	2	3	5	3			25
SOPHOMORE	95	87	40	24	11	3	0	1	261
Admissions: Presidential	6	1							7
Admissions: Dean's	4	2	1						7
Admissions: Other	34	36	16	12	4	1		1	104
Departmental Scholarships	4	5	2	2					13
Athletics	2	3							5
Other USU Scholarships	20	22	13	5	3				63
Cash from Outside Sources	25	18	8	5	4	2			62
JUNIOR	81	48	22	11	0	0	0	0	162
Admissions: Presidential	7	2							9
Admissions: Dean's	8	2							10
Admissions: Other	24	21	13	4					62
Departmental Scholarships	14	6	2	1					23
Athletics	1	3							4
Other USU Scholarships	12	7	6	4					29
Cash from Outside Sources	15	7	1	2					25
SENIOR	248	163	51	12	2	0	0	0	476
Admissions: Presidential	10	1							11
Admissions: Dean's	22	3							25
Admissions: Other	47	39	15	6					107
Departmental Scholarships	120	75	12	3	1				211
Athletics	1	1	4						6
Other USU Scholarships	27	30	14	2	1				74
Cash from Outside Sources	21	14	6	1					42
UNDERGRADUATE TOTALS	452	315	125	60	37	11	3	5	1008
	44.8%	31.3%	12.4%	6.0%	3.7%	1.1%	0.3%	0.5%	100%
GRADUATE	45	19	11		2			1	78
GRADUATE TOTALS	45	19	11	0	2	0	0	1	78
	57.7%	24.4%	14.1%	0.0%	2.6%	0.0%	0.0%	1.3%	100%

EMMA ECCLES JONES COLLEGE OF EDUCATION AND HUMAN SERVICES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	119	\$ 343,373.49	119	3.78	0	-
Admissions: Dean's	110	\$ 579,709.88	110	3.78	0	-
Admissions: Other	780	\$ 4,798,278.00	780	3.42	0	-
² Departmental Scholarships	579	\$ 1,263,518.72	331	3.65	248	3.54
³ Other USU Scholarships	334	\$ 1,232,804.39	276	3.00	58	3.08
Graduate	577	\$ 1,250,754.40	491	3.39	86	3.55
Athletics	311	\$ 755,678.69	305	3.47	6	3.73
Cash from Outside Sources	216	\$ 1,092,040.96	5	3.74	211	3.51
¹ Total Unduplicated Recipients*	1,688	\$ 11,316,158.53	1515	3.45	173	3.49

GPA range									Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
FRESHMAN	41	34	26	20	16	9	6	7	159
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	20	17	11	8	7	2	2	5	72
Departmental Scholarships	3	3	3	2	1	1			13
Athletics		2			2				4
Other USU Scholarships	13	8	5	7	2	4	2	2	43
Cash from Outside Sources	5	4	7	3	4	2	2		27
SOPHOMORE	217	174	69	22	4	0	0	0	486
Admissions: Presidential	9	1		1					11
Admissions: Dean's	16	3		1					20
Admissions: Other	97	91	34	13	1				236
Departmental Scholarships	6	5	4						15
Athletics	2	7	3	3	2				17
Other USU Scholarships	27	29	12	2	1				71
Cash from Outside Sources	60	38	16	2					116
JUNIOR	206	110	49	20	2	1	0	2	390
Admissions: Presidential	13	2						1	16
Admissions: Dean's	30	6							36
Admissions: Other	77	44	17	6	1			1	146
Departmental Scholarships	16	9	2						27
Athletics	4	10	8	3	1				26
Other USU Scholarships	29	24	15	6		1			75
Cash from Outside Sources	37	15	7	5					64
SENIOR	462	251	85	16	1	0	0	0	815
Admissions: Presidential	21	1							22
Admissions: Dean's	40	10							50
Admissions: Other	102	84	29	4					219
Departmental Scholarships	149	36	6						191
Athletics	7	20	27	7	1				62
Other USU Scholarships	93	72	18	3					186
Cash from Outside Sources	50	28	5	2					85
UNDERGRADUATE TOTALS	926	569	229	78	23	10	6	9	1850
	50.1%	30.8%	12.4%	4.2%	1.2%	0.5%	0.3%	0.5%	100%
GRADUATE	125	55	19	3	2			6	210
GRADUATE TOTALS	125	55	19	3	2	0	0	6	210
	59.5%	26.2%	9.0%	1.4%	1.0%	0.0%	0.0%	2.9%	100%

COLLEGE OF ENGINEERING

Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	284	\$ 798,027.15	284	3.70	0	-
Admissions: Dean's	123	\$ 719,558.54	123	3.54	0	-
Admissions: Other	592	\$ 3,433,739.95	592	3.29	0	-
² Departmental Scholarships	426	\$ 840,936.94	333	3.59	93	3.57
³ Other USU Scholarships	36	\$ 113,407.27	36	3.45	0	-
Graduate	347	\$ 1,031,481.85	226	3.36	121	2.74
Athletics	230	\$ 559,916.81	223	3.40	7	3.65
Cash from Outside Sources	531	\$ 2,057,822.15	20	3.61	511	3.31
¹ Total Unduplicated Recipients*	1,178	\$ 9,554,890.66	1060	3.41	118	3.38

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
FRESHMAN	26	28	17	20	8	8	5	5	117
Admissions: Presidential	1					1			2
Admissions: Dean's		1							1
Admissions: Other	12	15	10	12	7	7	4	3	70
Departmental Scholarships	1	2	1	1					5
Athletics		3		1					4
Other USU Scholarships	6	4	4	3	1			1	19
Cash from Outside Sources	6	3	2	3			1	1	16
SOPHOMORE	117	98	69	21	11	4	1	2	323
Admissions: Presidential	13	5		1					19
Admissions: Dean's	14	4	4	1		1		1	25
Admissions: Other	47	56	34	12	9	2			160
Departmental Scholarships	7	6	3	3					19
Athletics	1	1							2
Other USU Scholarships	12	7	12	1	1	1			34
Cash from Outside Sources	23	19	16	3	1		1	1	64
JUNIOR	148	113	32	11	3	0	0	1	308
Admissions: Presidential	25	11	1						37
Admissions: Dean's	30	12	4		1				47
Admissions: Other	31	47	16	8	2				104
Departmental Scholarships	11	15	5	1					32
Athletics	2		1						3
Other USU Scholarships	18	9	2	1				1	31
Cash from Outside Sources	31	19	3	1					54
SENIOR	389	222	61	8	1	0	0	0	681
Admissions: Presidential	42	9	3						54
Admissions: Dean's	25	21	2	1					49
Admissions: Other	113	66	21	5	1				206
Departmental Scholarships	144	70	6						220
Athletics	4	2							6
Other USU Scholarships	28	28	15	1					72
Cash from Outside Sources	33	26	14	1					74
UNDERGRADUATE TOTALS	680	461	179	60	23	12	6	8	1429
	47.6%	32.3%	12.5%	4.2%	1.6%	0.8%	0.4%	0.6%	100%
GRADUATE	90	55	16	4		1		8	174
GRADUATE TOTALS	90	55	16	4	0	1	0	8	174
	51.7%	31.6%	9.2%	2.3%	0.0%	0.6%	0.0%	4.6%	100%

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	135	\$ 440,530.72	135	3.87	0	-
Admissions: Dean's	66	\$ 361,877.94	66	3.73	0	-
Admissions: Other	443	\$ 2,719,710.75	443	3.30	0	-
² Departmental Scholarships	333	\$ 550,319.27	277	3.67	56	3.66
³ Other USU Scholarships	137	\$ 648,904.72	135	3.00	2	3.67
Graduate	434	\$ 968,764.59	394	3.30	40	3.46
Athletics	179	\$ 438,613.06	177	3.39	2	3.42
Cash from Outside Sources	114	\$ 506,673.75	9	3.67	105	3.44
¹ Total Unduplicated Recipients*	989	\$ 6,635,394.80	932	3.40	57	3.51

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
FRESHMAN	24	30	24	13	14	4	2	3	114
Admissions: Presidential	1								1
Admissions: Dean's				1					1
Admissions: Other	9	16	14	8	8	3	1	1	60
Departmental Scholarships	2	2	1						5
Athletics									0
Other USU Scholarships	7	6	5	2	3		1	2	26
Cash from Outside Sources	5	6	4	2	3	1			21
SOPHOMORE	102	63	43	13	4	1	0	3	229
Admissions: Presidential	5								5
Admissions: Dean's	11		1						12
Admissions: Other	37	34	22	6	2			2	103
Departmental Scholarships	7	3							10
Athletics	1	3	1	1	1				7
Other USU Scholarships	16	13	9	4				1	43
Cash from Outside Sources	25	10	10	2	1	1			49
JUNIOR	121	61	31	14	2	2	1	1	233
Admissions: Presidential	14	2	1						17
Admissions: Dean's	14	3		1					18
Admissions: Other	39	19	11	5		1		1	76
Departmental Scholarships	13	9	1						23
Athletics		2	1	2					5
Other USU Scholarships	14	17	13	3	1				48
Cash from Outside Sources	27	9	4	3	1	1	1		46
SENIOR	322	190	80	29	4	1	0	0	626
Admissions: Presidential	35	2							37
Admissions: Dean's	29	6							35
Admissions: Other	62	49	23	11	2				147
Departmental Scholarships	109	57	5	1					172
Athletics	6	9	16	6	2				39
Other USU Scholarships	59	51	26	9		1			146
Cash from Outside Sources	22	16	10	2					50
UNDERGRADUATE TOTALS	569	344	178	69	24	8	3	7	1202
	47.3%	28.6%	14.8%	5.7%	2.0%	0.7%	0.2%	0.6%	100%
GRADUATE	45	21	8	1	2			1	78
GRADUATE TOTALS	45	21	8	1	2	0	0	1	78
	57.7%	26.9%	10.3%	1.3%	2.6%	0.0%	0.0%	1.3%	100%

JON M. HUNTSMAN SCHOOL OF BUSINESS

Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	152	\$ 533,490.80	152	3.83	0	-
Admissions: Dean's	87	\$ 622,278.64	87	3.70	0	-
Admissions: Other	447	\$ 2,484,779.04	447	3.44	0	-
² Departmental Scholarships	592	\$ 867,031.80	506	3.72	86	3.64
³ Other USU Scholarships	92	\$ 406,816.36	76	3.26	16	3.37
Graduate	370	\$ 1,171,719.96	318	3.39	52	3.37
Athletics	184	\$ 442,507.75	177	3.51	7	3.51
Cash from Outside Sources	49	\$ 145,742.28	8	3.76	41	3.65
¹ Total Unduplicated Recipients*	977	\$ 6,674,366.63	890	3.54	87	3.56

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
FRESHMAN	6	15	7	2	5	3	1	0	39
Admissions: Presidential									0
Admissions: Dean's	1								1
Admissions: Other		10	5	2	1	1	1		20
Departmental Scholarships	1	1				1			3
Athletics									0
Other USU Scholarships	4	2			3				9
Cash from Outside Sources		2	2		1	1			6
SOPHOMORE	110	59	32	2	1	0	0	0	204
Admissions: Presidential	9	1	1						11
Admissions: Dean's	13	1							14
Admissions: Other	33	26	15	2					76
Departmental Scholarships	18	5	3						26
Athletics	1	3							4
Other USU Scholarships	7	7	5		1				20
Cash from Outside Sources	29	16	8						53
JUNIOR	131	70	25	7	3	2	0	0	238
Admissions: Presidential	15	1							16
Admissions: Dean's	16	6	1						23
Admissions: Other	33	32	9	3	3				80
Departmental Scholarships	30	12	2	2					46
Athletics	2	1							3
Other USU Scholarships	16	7	6	1		1			31
Cash from Outside Sources	19	11	7	1		1			39
SENIOR	434	227	76	5	3	0	0	0	745
Admissions: Presidential	35	2							37
Admissions: Dean's	32	14	2						48
Admissions: Other	80	67	37	3					187
Departmental Scholarships	193	57	4						254
Athletics	4	10	9	1					24
Other USU Scholarships	58	51	19	1	2				131
Cash from Outside Sources	32	26	5		1				64
UNDERGRADUATE TOTALS	681	371	140	16	12	5	1	0	1226
	55.5%	30.3%	11.4%	1.3%	1.0%	0.0%	0.1%	0.0%	100%
GRADUATE	63	42	10		1			1	117
GRADUATE TOTALS	63	42	10	0	1	0	0	1	117
	53.8%	35.9%	8.5%	0.0%	0.9%	0.0%	0.0%	0.9%	100%

S.J. & JESSIE E. QUINNEY COLLEGE OF NATURAL RESOURCES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	20	\$ 97,215.15	20	3.65	0	-
Admissions: Dean's	17	\$ 115,341.83	17	3.71	0	-
Admissions: Other	74	\$ 496,670.24	74	3.14	0	-
² Departmental Scholarships	153	\$ 264,215.32	81	3.59	72	3.36
³ Other USU Scholarships	5	\$ 13,589.44	5	3.55	0	-
Graduate	67	\$ 85,291.25	47	3.25	20	3.73
Athletics	37	\$ 79,892.67	36	3.29	1	3.87
Cash from Outside Sources	160	\$ 650,179.54	6	3.91	154	3.06
¹ Total Unduplicated Recipients*	211	\$ 1,802,395.44	181	3.36	30	3.35

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
FRESHMAN	3	6	3	0	2	2	1	0	17
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	2	3	1		1	2			9
Departmental Scholarships					1				1
Athletics									0
Other USU Scholarships		1	2				1		4
Cash from Outside Sources	1	2							3
SOPHOMORE	11	9	8	6	2	0	2	0	38
Admissions: Presidential									0
Admissions: Dean's	2	1	1						4
Admissions: Other	3	5	4	4	1		1		18
Departmental Scholarships		2							2
Athletics	1								1
Other USU Scholarships	4	1	1	1					7
Cash from Outside Sources	1		2	1	1		1		6
JUNIOR	24	13	4	4	0	0	0	0	45
Admissions: Presidential	3	1							4
Admissions: Dean's	4								4
Admissions: Other	3	5	2	3					13
Departmental Scholarships	9	3							12
Athletics	1	1							2
Other USU Scholarships	1	2	2						5
Cash from Outside Sources	3	1		1					5
SENIOR	64	51	22	2	0	0	0	0	139
Admissions: Presidential	4	1		1					6
Admissions: Dean's	7	2							9
Admissions: Other	10	10	8						28
Departmental Scholarships	32	13	6						51
Athletics		1							1
Other USU Scholarships	6	15	4	1					26
Cash from Outside Sources	5	9	4						18
UNDERGRADUATE TOTALS	102	79	37	12	4	2	3	0	239
	42.7%	33.1%	15.5%	5.0%	1.7%	0.8%	1.3%	0.0%	100%
GRADUATE	26	8	1					4	39
GRADUATE TOTALS	26	8	1	0	0	0	0	4	39
	66.7%	20.5%	2.6%	0.0%	0.0%	0.0%	0.0%	10.3%	100%

COLLEGE OF SCIENCE

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	205	\$ 621,343.06	205	3.78	0	-
Admissions: Dean's	68	\$ 470,908.59	68	3.61	0	-
Admissions: Other	372	\$ 2,238,949.18	372	3.24	0	-
² Departmental Scholarships	261	\$ 492,976.37	164	3.61	97	3.31
³ Other USU Scholarships	34	\$ 118,971.82	34	3.21	0	-
Graduate	225	\$ 578,154.74	196	3.34	29	3.90
Athletics	146	\$ 311,984.71	146	3.40	0	-
Cash from Outside Sources	274	\$ 1,058,717.60	23	3.81	251	3.28
¹ Total Unduplicated Recipients*	724	\$ 5,892,006.07	675	3.38	49	3.43

GPA range									Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
FRESHMAN	10	11	20	10	9	9	4	4	77
Admissions: Presidential						2			2
Admissions: Dean's	1				1				2
Admissions: Other	3	5	11	4	3	5	1	3	35
Departmental Scholarships	1		1						2
Athletics				1					1
Other USU Scholarships	3	3	5	4	2	1	2	1	21
Cash from Outside Sources	2	3	3	1	3	1	1		14
SOPHOMORE	73	68	24	24	10	1	0	0	200
Admissions: Presidential	12	2							14
Admissions: Dean's	6	4							10
Admissions: Other	29	39	16	16	6	1			107
Departmental Scholarships	3	1		1					5
Athletics	2	1							3
Other USU Scholarships	4	9	5	5	2				25
Cash from Outside Sources	17	12	3	2	2				36
JUNIOR	108	37	35	5	3	2	1	0	191
Admissions: Presidential	18	3	1						22
Admissions: Dean's	12	6	2						20
Admissions: Other	29	12	16	4	2	2	1		66
Departmental Scholarships	9	2	2						13
Athletics	3								3
Other USU Scholarships	13	2	9		1				25
Cash from Outside Sources	24	12	5	1					42
SENIOR	245	119	39	11	2	0	0	2	418
Admissions: Presidential	44	2	1						47
Admissions: Dean's	24	11						1	36
Admissions: Other	62	33	19	4	1			1	120
Departmental Scholarships	61	29	7	3					100
Athletics	1	2	2		1				6
Other USU Scholarships	30	25	6	2					63
Cash from Outside Sources	23	17	4	2					46
UNDERGRADUATE TOTALS	436	235	118	50	24	12	5	6	886
	49.2%	26.5%	13.3%	5.6%	2.7%	1.4%	0.6%	0.7%	100%
GRADUATE	47	25	10	1		1		3	87
GRADUATE TOTALS	47	25	10	1	0	1	0	3	87
	54.0%	28.7%	11.5%	1.1%	0.0%	1.1%	0.0%	3.4%	100%

TRANSITION MAJORS**

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	20	\$ 71,898.24	20	3.74	0	-
Admissions: Dean's	21	\$ 163,077.91	21	3.59	0	-
Admissions: Other	516	\$ 3,267,870.95	516	2.89	0	-
² Departmental Scholarships	56	\$ 109,076.78	29	2.85	27	3.44
³ Other USU Scholarships	174	\$ 800,649.80	168	2.82	6	3.10
Graduate	1687	\$ 2,499,530.57	1673	2.91	14	3.44
Athletics	436	\$ 1,070,657.34	436	2.90	0	-
Cash from Outside Sources	1	\$ 1,000.00	1	3.94	0	-
¹ Total Unduplicated Recipients*	1,739	\$ 7,983,761.59	1719	2.88	20	3.45

GPA range									Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
FRESHMAN	96	151	143	115	95	69	53	34	756
Admissions: Presidential	1								1
Admissions: Dean's		1	1			1			3
Admissions: Other	20	28	26	25	16	14	15	11	155
Departmental Scholarships			3	1	1	1		1	7
Athletics	1	4	3	4	2	1			15
Other USU Scholarships	65	83	80	62	58	35	26	15	424
Cash from Outside Sources	9	35	30	23	18	17	12	7	151
SOPHOMORE	220	235	195	124	59	12	2	1	848
Admissions: Presidential	4	1							5
Admissions: Dean's	9	1							10
Admissions: Other	56	67	53	38	9	4	2	1	230
Departmental Scholarships	5	2	1	2	1				11
Athletics	4	7	11	6	2				30
Other USU Scholarships	86	112	92	55	37	6			388
Cash from Outside Sources	56	45	38	23	10	2			174
JUNIOR	98	116	101	45	7	1	0	0	368
Admissions: Presidential	3			1					4
Admissions: Dean's	4	2							6
Admissions: Other	21	19	23	9	2				74
Departmental Scholarships	1	1	2						4
Athletics	1	3	3	4					11
Other USU Scholarships	48	71	51	25	4	1			200
Cash from Outside Sources	20	20	22	6	1				69
SENIOR	19	23	19	13	3	0	0	0	77
Admissions: Presidential									0
Admissions: Dean's	2								2
Admissions: Other		4	4	2					10
Departmental Scholarships	1								1
Athletics		1	1	1	1				4
Other USU Scholarships	14	14	9	9	2				48
Cash from Outside Sources	2	4	5	1					12
UNDERGRADUATE TOTALS	433	525	458	297	164	82	55	35	2049
	21.1%	25.6%	22.4%	14.5%	8.0%	4.0%	2.7%	1.7%	100%
GRADUATE	11	6	1	3		0			21
GRADUATE TOTALS	11	6	1	3	0	0	0	0	21
	52.4%	28.6%	4.8%	14.3%	0.0%	0.0%	0.0%	0.0%	100%

* Indicates the total unique number of students in each college that received an award.

**Transition Majors include Continuing Education and Undeclared Students.

TOTAL FOR ALL COLLEGES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of awards	Average GPA	# of awards	Average GPA
Admissions: Presidential	1037	\$ 3,257,395.78	1037	3.78	0	-
Admissions: Dean's	560	\$ 3,428,926.19	560	3.67	0	-
Admissions: Other	3812	\$ 23,333,542.37	3812	3.28	0	-
² Departmental Scholarships	3252	\$ 5,847,712.80	2448	3.61	804	3.54
³ Other USU Scholarships	864	\$ 3,523,559.10	782	3.05	82	3.18
Graduate	4195	\$ 8,828,702.36	3773	3.15	422	3.25
Athletics	1772	\$ 4,171,759.03	1742	3.29	30	3.61
Cash from Outside Sources	1503	\$ 6,260,817.43	85	3.73	1418	3.39
Grand Total¹	8,683	\$ 58,652,415.06	8071	3.32	612	3.47

UNDERGRADUATE	GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
Agriculture and Applied Sciences		452	315	125	60	37	11	3	5	1008
Caine College of the Arts		339	182	60	18	11	10	1	4	625
Emma Eccles Jones College of Ed. and Hum.		926	569	229	78	23	10	6	9	1850
College of Engineering		680	461	179	60	23	12	6	8	1429
College of Humanities and Social Sciences		569	344	178	69	24	8	3	7	1202
Jon M. Huntsman School of Business		681	371	140	16	12	5	1	0	1226
S.J. & Jessie E. Quinney College of Nat. Res.		102	79	37	12	4	2	3	0	239
College of Science		436	235	118	50	24	12	5	6	886
Transition Majors		433	525	458	297	164	82	55	35	2049
UNDERGRADUATE TOTALS		4618	3081	1524	660	322	152	83	74	10514
		43.9%	29.3%	14.5%	6.3%	3.1%	1.4%	0.8%	0.7%	100%

GRADUATE

Agriculture and Applied Sciences	45	19	11	0	2	0	0	1	78
Caine College of the Arts	22	6	0	0	0	0	0	0	28
Emma Eccles Jones College of Ed. and Hum.	125	55	19	3	2	0	0	6	210
College of Engineering	90	55	16	4	0	1	0	8	174
College of Humanities and Social Sciences	45	21	8	1	2	0	0	1	78
Jon M. Huntsman School of Business	63	42	10	0	1	0	0	1	117
S.J. & Jessie E. Quinney College of Nat. Res.	26	8	1	0	0	0	0	4	39
College of Science	47	25	10	1	0	1	0	3	87
University	11	6	1	3	0	0	0	0	21
GRADUATE TOTALS	474	237	76	12	7	2	0	24	832
	57.0%	28.5%	9.1%	1.4%	0.8%	0.2%	0.0%	2.9%	100%

LEGEND FOR 2014-15 SCHOLARSHIP OFFICE REPORT

¹Indicates the total unduplicated amount of students and total funding for the 1415 year.

²Departmental Scholarship: Funded by endowments, cash or contracts set up by departments.

³Other USU Scholarships: Non-academic college awards that are not categorized as Admissions.

⁴# of Recipients: A student may be listed in more than one category due to multiple awards.

compiled 11/15 by T.Flores

Existing Code

405.12 REVIEW OF FACULTY

12.1 Annual Review of Faculty

Each department shall establish procedures by which all faculty shall be reviewed annually. This evaluation shall review the work of each faculty member in a manner and frequency consistent with accreditation standards. In the case of tenured faculty, this evaluation shall encompass a multi-year window of performance that covers a five-year span. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation letter by the department head or supervisor developed for tenure-eligible faculty as part of the promotion and tenure process (405.7.1 (3)) may not serve as a substitute for this annual review letter for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

Proposed Code

12.1 Annual Review of Faculty

~~Each~~ The faculty of each department shall establish procedures by which all faculty within the department shall be reviewed annually. These procedures must ~~shall be~~ be agreed upon by majority vote of by the department faculty at minimum once every three years. If the procedures do not pass the majority vote, the department faculty must establish new procedures before the next review. ~~This~~ The evaluation shall review the work of each faculty member in a manner and frequency consistent with accreditation standards. In the case of tenured faculty, this evaluation shall encompass a multi-year window of performance that covers a five-year span. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

Comment [JG1]: The procedure to establish faculty code is already developed in the first sentence. No need to re-state it again.

Proposed Code

12.1 Annual Review of Faculty

The faculty of each department shall establish procedures by which all faculty within the department shall be reviewed annually. These procedures shall be agreed upon by majority vote of the department faculty at minimum once every three years. The evaluation shall review the work of each faculty member in a manner and frequency consistent with accreditation standards. In the case of tenured faculty, this evaluation shall encompass a multi-year window of performance that covers a five-year span...